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ABSTRACT

This document consists of three separately published two-fold brochures. The three brochures provide guidelines for families of persons with disabilities to assess the level of integration efforts by local school districts and special education cooperatives. Guidelines are presented in the form of yes-no questions about administrative commitment, location/transportation, and integrated time and activities. Four readings and five organizational resources are recommended. The second brochure allows for self-examination by an organization in a series of yes-no questions which consider administration, individuals served, and environment. The third brochure offers guidelines for the assessment of written individual plans. Plan objectives are evaluated based on the following criteria: age-appropriateness; community referenced settings; degree of functionality; interaction with nondisabled peers; training for generalization; use of natural cues and reinforcement; a comprehensive assessment; consideration of the individual's choices and interests; and consideration of the family's choices and interests. Six readings and five organizational resources are recommended. (DB)

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TEST YOUR SCHOOL'S IQ: INTEGRATION QUOTIENT

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Questions to ask about your school's policies and practices...

These questions are designed to assist families of students with disabilities to assess the level of integration efforts by your local school districts and special education cooperatives.

For purposes of this review, integration is the placement of students with disabilities into settings with non-disabled, chronological age peers that result in meaningful interaction. Integration refers to:

- students attending **regular schools** or other **natural settings,** not special schools;
- student **classrooms integrated** throughout the building, not just a special wing;
- students attending **regular classes,** not special classes;
- students participating in **regular activities,** not just participating in school lunch;
- students having **opportunities to interact** with students who are not disabled.

INSTRUCTIONS:

To answer these questions, you will need to speak to several different people. In some cases, you may want to review written documents. The results can be used to further promote and support opportunities for integration.

These guidelines should not be misconstrued to imply "dumping" students with disabilities into integrated placements without supports that match a student's strengths, needs, preferences, and interests.

GUIDELINES

	YES	NO
ADMINISTRATIVE COMMITMENT		
1. Has the school administration taken a position emphasizing preparation of students with disabilities to live and to work in community settings?	_____	_____
2. Has the school administration demonstrated leadership in promoting integration of students with disabilities through letters, written materials, building accessibility, presentations, conferences, scheduling flexibility, or written plans?	_____	_____
3. Have administrators, teachers, related services staff, paraprofessionals, etc., received in-service training on integration values and implementation techniques during the past year?	_____	_____
LOCATION/TRANSPORTATION		
1. Does your son/daughter attend the same school or other natural setting (early childhood center, job site) that he/she would attend if not disabled?	_____	_____
2. Does your son/daughter use the same transportation that he/she would ride if not disabled?	_____	_____
3. Does your son/daughter use the same arrival and departure times if he/she were not disabled?	_____	_____
INTEGRATED TIME AND ACTIVITIES		
1. Does your son/daughter participate in extracurricular activities with students who are not disabled?	_____	_____
2. Does your son/daughter spend time in the community receiving instruction, services, or other activities (independent living, leisure, job)?	_____	_____
3. How much time during the instructional day does your son/daughter spend with students who are not disabled?	_____ (specify amount of time)	
4. Does your son/daughter participate in activities with students who are not disabled. Check those that apply:	_____	_____
☐ **lunch** ☐ **library/media center** ☐ **free time** ☐ **assemblies/programs** ☐ **regular classes (art, music, physical education, electives)** ☐ **vocational education** ☐ **other**		
5. Does your son/daughter receive support in settings with students who are not disabled? Check those that apply:	_____	_____
☐ **modified curriculum** ☐ **peer/buddy support** ☐ **adaptive equipment** ☐ **support staff** ☐ **augmentation/ communication devices** ☐ **testing accommodations** ☐ **interpreter** ☐ **other**		

SUGGESTED READINGS:

Biklen, D., Bogdan, R., Ferguson, D., Searle, S., & Taylor, S. (1985). ***Achieving the complete school: Strategies for effective mainstreaming.*** New York, New York: Teachers College Press.

Falvey, M. A. (Ed.). (1986). ***Community based curriculum.*** Baltimore, Maryland: Paul H. Brookes Publishing Company.

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FOR MORE INFORMATION OR ASSISTANCE, CONTACT:

Association for Retarded Citizens of Minnesota
3225 Lyndale Avenue, South
Minneapolis, Minnesota 55408
(612) 827-5641

Governor's Planning Council on Developmental Disabilities
201 Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55101
(612) 296-4018
(612) 296-9962 TDD

Legal Advocacy for Persons with Developmental Disabilities in Minnesota
222 Grain Exchange Building
323 Fourth Avenue, South
Minneapolis, Minnesota 55415
(612) 332-7301
(800) 292-4150, toll free

Minnesota Association for Persons with Severe Handicaps
P.O. Box 1837, Pioneer Station
St. Paul, Minnesota 55101

PACER Center, Inc.
4826 Chicago Avenue, South
Minneapolis, Minnesota 55417
(612) 827-2966

For additional free copies, please contact:

Minnesota Governor's Planning Council on Developmental Disabilities

State Planning Agency
201 Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55101

(612) 296-4018
(612) 296-9962 TDD

TEST YOUR IQ: INTEGRATION QUOTIENT

FOR ORGANIZATIONS
SERVING PEOPLE
WITH
DEVELOPMENTAL
DISABILITIES

QUESTIONS TO ASK
ABOUT YOUR
ORGANIZATION'S
POLICIES AND PRACTICES

Administration	Yes	No
■ Does your organization have a written policy, position, or mission statement affirming the value of community integration for the individuals it serves?	____	____
■ Has your organization provided in-service training on integration values, principles, and practices in the past year to:		
a. Board of directors?	____	____
b. Administrative staff?	____	____
c. Direct care staff?	____	____
d. Consumers' families?	____	____
e. Organization volunteers?	____	____
■ Does your organization provide up-to-date information on integration resources such as notices of relevant conferences, workshops, presentations by leading-edge professionals or recent books, journal articles, studies, and reports which feature integration concepts, principles and practices, and other state-of-the-art materials?	____	____
■ Does your organization provide space on the premises (e.g., a library, resource room, bulletin board, or shelves) to display or circulate notices, articles, or books on integration?	____	____
■ Does your organization provide tangible incentives (time off, registration fees, promotions, wage increases) to encourage professional development to keep current with new ideas in the field?	____	____

Individuals Served	Yes	No
■ Do each of the individuals you serve have an Individual Plan (Program, Habilitation, Education, or Written Rehabilitation) that addresses these basic human needs:		
a. To improve **personal status,** the plan should include activities designed to enhance self-image, abundant opportunities to make choices, and skills to reduce dependence on others for self care?	___	___
b. To increase **community stature,** the plan should include activities that lead to wider social acceptance by members of society who are not disabled such as getting a library card and using it, shopping as individuals rather than in groups, or going to regular educational classes with other children or adults who are not disabled?	___	___
■ Do each of the individuals you serve have at least four socially valued roles such as:		
a. Homeowner, tenant, or roommate (not facility resident)?	___	___
b. Community volunteer or **activist** in a typical activity, club, or group for people who are not disabled?	___	___
c. Recreational or leisure role (e.g., a **participant or spectator** in community sports, a library card owner?	___	___
d. A **student** in the local school or in regular adult education or vocational training classes.		

Individuals Served	Yes	No
an **employee** in a business with a majority of coworkers who are not disabled, or a **friend** or **companion** of at least two people who are not disabled other than family and staff?	____	____

Environment	Yes	No
■ Do the environments in which the individuals you serve spend most of their time reflect:		
a. Attitudes that affirm the individual's potential for growth and self-direction regardless of their past performance?	____	____
b. Expectations that are high, demand higher achievements than past experiences would predict, and recognize that the limitations of their environments may have held them back more than their disabilities?	____	____
c. Age-appropriate settings, training materials, and equipment?	____	____
d. Community-referenced skills and behavior training?	____	____
e. Functional tasks and activities that are expected and valued by the community for persons their age?	____	____
f. Individualized approaches that are in a natural proportion to the ratio of persons with disabilities to those who are not disabled in living, learning, working, and social arrangements?	____	____

These questions are designed to assist families of persons with developmental disabilities to determine the level of integration efforts provided by the programs and services they use.

For the purpose of this review, integration means:

—living, learning, working and enjoying leisure time with and among a majority of people who are not disabled,

—physical presence and participation in the community that results in valued roles such as homeowner, tenant or neighbor, student, coworker, customer, associate or friend, and

—providing appropriate supports that match the person's needs, strengths, interests and preferences rather than mere placement in integrated environments.

■ Instructions:

To answer these questions you will need to speak to people affiliated with the organization: administrators, staff, other consumers and families. In some cases, you will need to review written materials and visit the organization's site.
The answers can be used to guide changes in the organization's practices and environments that promote opportunities for genuine integration.

Developed for the Minnesota Governor's Planning Council on Developmental Disabilities
by Toni Lippert

GUIDELINES FOR QUALITY INDIVIDUAL PLANS

PROMOTING OBJECTIVES AND INTEGRATED ACTIVITIES THAT ARE:

- AGE-APPROPRIATE
- COMMUNITY REFERENCED
- FUNCTIONAL
- GENERALIZED
- BASED ON INDIVIDUAL'S PREFERENCES AND CHOICES

JULY, 1987

These guidelines were written to assist families and individuals with disabilities to assess whether the written individual plan meets state-of-the-art criteria.

Major questions for the 1980s are **relevance** of programs and effectiveness of services: What assistance and adaptations are needed by an individual with a disability to be able to live in an integrated society as self-sufficiently as possible?

The essence of quality is what supports are provided in response to individual needs, wants, choices, and interest. These supports must be individualized and suitable.

INSTRUCTIONS:

The following questions can be applied to objectives on individual education plans for children and a variety of individual program and habilitation plans for adults. Each question can be answered "yes" or "no." After reviewing all objectives, indicate whether the criteria were met for all, some, or no objectives.

The results can be used to focus discussions during team meetings and to help negotiate with staff to design individual plans that reflect best practices. For example, this information may assist individuals to be actively involved in meetings by asking questions. This information can help pinpoint areas of agreement or disagreement during team meetings.

We encourage mass reproduction of these guidelines for distribution to families and individuals with disabilities.

SUMMARY OF GUIDELINES

CRITERIA	ALL OBJECTIVES	SOME OBJECTIVES	NO OBJECTIVES
Age-Appropriate (Same chronological age):			
Would these **materials** be used by a nondisabled person of the same chronological age?			
Would these **skills** be performed by a nondisabled person of the same chronological age?			
Community Referenced (Natural community settings):			
If objectives are met, will there be **participation** in a variety of integrated community settings?			
Are objectives meeting basic skills needed in the **future?**			
Functional (Necessary for increased independence):			
If the person does not learn skills described in the objective, will **someone else have to do those activities?**			
Do the activities involve **mutual interaction** with nondisabled peers?			
Generalization (Apply skills to several situations):			
Are skills taught or performed with **natural cues and reinforcement?**			
Are the skills taught in the **natural settings** where they will need to be performed (home, community settings)?			
Choice (Individual strengths, needs, and preferences):			
Are the objectives based on a **comprehensive assessment** that emphasize strengths of the individual?			
Do the objectives reflect individual's **choices and interests?**			
Do the objectives reflect family's **choices and interests?**			

SUGGESTED READINGS:

BIKLEN, D., BOGDAN, R., FERGUSON, D., SEARLE, S., & TAYLOR, S. (1985). Achieving the complete school: Strategies for effective mainstreaming. New York, New York: Teachers College Press.

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VINCENT, L., SALISBURY, C., WALTER, G., BROWN, P., GRUENEWALD, L., & POWERS, M. (1980). Program evaluation and curriculum development in early childhood/special education: Criteria of the next environment. Madison: University of Wisconsin.

WEHMAN, P. (1981). Competitive employment: New horizons for severely disabled individuals. Baltimore, Maryland: Paul H. Brookes Publishing Company.

FOR MORE INFORMATION OR ASSISTANCE, CONTACT:

ASSOCIATION FOR RETARDED CITIZENS OF MINNESOTA
3225 Lyndale Avenue, South
Minneapolis, Minnesota 55408
(612) 827-5641

GOVERNOR'S PLANNING COUNCIL ON DEVELOPMENTAL DISABILITIES
201 Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55101
(612) 296-4018
(612) 296-9962 TDD

LEGAL ADVOCACY FOR PERSONS WITH DEVELOPMENTAL DISABILITIES IN MINNESOTA
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323 Fourth Avenue, South
Minneapolis, Minnesota 55415
(612) 332-7301
(800) 292-4150 Toll Free

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P.O. Box 1837, Pioneer Station
St. Paul, Minnesota 55101

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(612) 296-4018 (612) 296-9962 TDD